

Learning Conversation

Placer County Office of Education CHILD DEVELOPMENT SERVICES

Resource & Referral

Early Care and Education Recruitment & Training Program

July 26, 2005

Report to Children and Family Commission of Placer County

Learning Conversation

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PCOE Child Development Services - Resource and Referral

Recruitment and Training Program



Resource and Referral Staff:

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Placer County Office of Education - Child Development Services Program Director

Program Outcomes for the Project

- All children will have access to high quality child care, enabling them to reach appropriate developmental milestones and have special needs identified as early as possible, so that they are learning and ready for school.
- Child care providers in Placer County are empowered and knowledgeable about quality child development and utilize the industry network to sustain this knowledge and also mentor others who are caring for children.

Program Outcomes Summary

Recruitment & Training Project Component	2004-2005
Providers Recruited	85 recruits newly licensed or pending licensure
Family Day Care Rating Scale	85 received pre and post tests
Accredited Child Care Providers	4 completed process
Ages & Stages Questionnaires Administered	107 total
Training Attendance	739 unduplicated number
Mentor/Protégé Program	5 mentors assisted 52 protégés
Lending Library Consumers	159 parents, providers, community members

Program Overview

The Early Care- Provider Recruitment and Training program receives funding from the First Five Commission - Placer County to:

- Recruit new child care providers
- Family Day Care Rating Scale (FDCRS)
- Assist with child care accreditation
- Ages and Stages Questionnaire Screening
- Train new and existing child care providers
- Create, support and oversee a Family Child Care Provider Mentor Program
- Lending Library maintenance and availability

Recruitment Program

In Placer County there are approximately 6,082 children in licensed child care facilities and the number is increasing as Placer County continues to grow. Parents are faced with finding child care that sometimes falls short of what they would like for their young children. The Resource and Referral is assisting parents find care for their children that will meet their needs. Public-private partnerships have become an important vehicle for drawing together the resources and know-how that are needed to expand and improve child care in Placer County. Partnerships are formed when citizens and organizations join together to improve quality, increase supply, and/or improve the accessibility of child care.

(Statistical information regarding the number of children in care is taken from the Resource & Referral database)

Training Program

The goal of the Recruitment and Training Program is to promote quality child care through training and assistance. Research indicates that as a caregiver's educational level increases, so does the quality of care that person provides. Higher quality of care generally translates to more positive effects on a child's development.

Training goals are set with participants and training hours are tracked by the Resource and Referral. Scholarships are made available to child care providers who attend a minimum of 25 hours of training in PCOE Child Development Early Care and Education Workshops. As a result child care providers view themselves as professional caregivers who are prepared to work effectively with children.

By raising the providers' perception of the importance of their work as a career, providers also will receive greater satisfaction from their work.

The scholarship component of the program is designed to provide child care professionals with financial assistance to purchase equipment that will benefit the children in their care and to assist existing providers interested in becoming accredited with the application fees and provide materials and equipment to meet standards that exceed licensing requirements.

The number of providers receiving scholarships is limited as is the funding. All providers, however, are encouraged to participate in the program.

PCOE Child Development Program also provides a platform for collaborating agencies to educate parents and providers about their programs. We have collaborated with: Ready to Succeed, Nutrition BEST, ARC Infant Development Center, CALSTAR, Child Abuse Prevention Council, CARES, Warmline and KIISS.

Accreditation Program

There are minimum standards to meet in order to become a licensed family child care provider. The Department of Social Services does not require any training in Early Care and Education. The only requirement is 15 hours of training in a combination of CPR, First Aid and Health and Safety.

The accreditation program was designed to promote and recognize high quality professional family child care. The process and standards to become an accredited provider far exceed the standards to become licensed. The goal of accreditation is to offer safe, inviting spaces and warm, nurturing care. Activities are designed to meet the needs and interests of the individual children while promoting their development. A system for open communication between parents and providers is in place. Environments offer materials and equipment that are appropriate for the children in care and support activities across all the domains of development. The goal for the child is to learn to get along well with each other, help them feel secure in their own identity and build competency across a wide range of areas. In addition to social and self development, these include physical development, cognition and language, literacy, math development and creativity. Providers learn to support children's play, offer planned activities and build on spontaneous opportunities to support learning.

Ages & Stages Questionnaire Screening

Ages & Stages Questionnaire: All financially assisted child care providers recruited through the Recruitment and Training Program administer ASQs to the children in their care.

Each questionnaire has specific questions that can be answered by the parent or caretaker which is used to determine whether the child is on target or needs further evaluation. Five areas covered on each age specific questionnaire are:

- 1. Communication
- 2. Gross motor
- 3. Fine motor
- 4. Problem-solving
- 5. Personal-social

While playing with a child, you are asked to observe the way the child completes certain activities. You check "yes" if your child performs the activity regularly; "sometimes" if your child does it only occasionally; "not yet" if your child does not do the activity yet.

By administering the ASQ parents and providers learn about developmentally age appropriate milestones.

The ASQ is not a diagnostic tool and does not determine if your child is gifted, has learning disabilities, medical conditions or emotional disorders.

Family Day Care Rating Scale

The Family Day Care Rating Scale (FDCRS) has had a long period of development and field testing. Having a high quality child care is important for both the child and parents. The goal for the child in quality care is to foster total development rather than to provide only custodial care. FDCRS defines quality of family child care comprehensively.

The categories assessed using the scale are Space & Furnishings for Care and Learning, Basic Care, Language & Reasoning, Learning Activities, Social Development and Adult Needs.

Each item is described in four levels of quality:

- 1) Inadequate (does not meet custodial care needs)
- Minimal (meets custodial needs and, to some degree, basic developmental needs)

- 3) Good (meets developmental needs)
- 4) Excellent (high quality personalized care)

Mentor Program

Quality child care matters-and research has repeatedly shown that a key to quality child care is the presence of a well trained, well supported caregiving adult. The mentor program provides a practical and supportive way for new providers to learn and grow as a child care professional. Mentors are not only concerned with how children grow and learn, but with helping other adults become more effective at their work.

The mentor will meet with their protégés, in person and work on goals, offer their assistance and check in on each protégé on a regular basis. Each mentor is expected to guide the new provider through the child care licensing process and expose the provider to training opportunities and community resources.

The mentor and the protégé must be willing to devote time and energy to make the relationship a success.

Lending Library

For children, play is a natural activity that combines pleasure and learning. Play is a universal-internal need of every child all over the world. During early childhood, play is the main way in which children learn about their environment, and through which they exercise and improve skills, experiences and understand the world around them. To optimize these learning experiences, the toy lending library maintains a wide variety of toys and materials for caregivers and parents to borrow on a monthly basis. A conscious effort has been made by program staff to purchase materials that will assist children with disabilities.

Additionally, child development resources in the form of books, CDs, and video tapes are available for check-out. These materials are used as learning tools for parents and caregivers.

DEMOGRAPHICS, STRATEGIES, OUTCOMES AND IMPACTS



PCOE CHILD DEVELOPMENT SERVICES

RECRUITMENT & TRAINING
PROGRAM

Early Care Recruitment & Training Project Demographics

Total Children Served-4,468

(Data from program July 1, 2004-June 30, 2005)

Child Data				Ethnicity	
_	Children	Male	Female		
_					
				Alaska Native- American	
Age 0-11 months	144	76	68	Indian	32
Age 1 12-23					
months	319	175	144	Asian	59
Age 2 24-35					
months	697	386	311	Black/African-American	50
Age 3	1226	625	601	Hispanic/Latino	339
Age 4	1265	664	601	Pacific Islander	25
Age 5	283	145	138	White	3754
Ages 5+	534	293	241	More than One Ethnic Origin	139
Totals	4468	2364	2104	Other	40
				Unknown	30

(Demographic information is collected on all program participants - this information was taking from data collection forms and evaluations)

Recruitment & Training Project: Strategies, Outcomes and Impacts

Recruitment

Strategy:

Prospective family child care providers would be recruited throughout Placer County, working closely with family resource centers.

Outcome:

The Resource and Referral worked closely with the Family Resource Centers. Recruitment flyers, training calendars, lending library brochures and newsletters were given to Family Resource Centers. Resource Center staff distributed project materials when conducting door-to-door outreach and they displayed Recruitment and Training materials in their offices and shared with visitors.

Recruitment strategy results for July 1, 2004-June 30, 2005

Newly Recruited Providers (became licensed)	Recruited Providers (license pending)	English	Spanish	Total Providers Recruited
66	19	77	8	85

Impact:

English and Spanish speaking providers were recruited, resulting in an additional 528 licensed child care slots.

"Thanks to Resource and Referral I was able to learn how to start my own business as a licensed family child care provider. I plan to provide care during the evening and weekends. I have a lot of friends who have difficulty finding care at these times." Lisa Dizon, Licensed Family Child Care Provider

The graph below illustrates the current child care capacity and availability by age group. The numbers show a need for infant and full day preschool programs as many of the preschool openings are for $\frac{1}{2}$ day programs and do not meet the needs of working parents.

Ages Group	Current Licensed Child Care Spaces	Current Child Care Openings
Infant	1,145	267
Preschool	5,654	*1,173
School-age	3,727	938

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Make a difference in a child's life... one day at a time.

Become a Child Care Provider

PCOE Child Development Services RESOURCE & REFERRAL

Recruitment and Training Program

1230 High Street –Suite 120 Auburn CA 95603

> 800-464-3322 or 530-885-6624

*½ day slots = 980 = 203 full day preschool slots available

(Information taken from the Resource and Referral database as of July 2005)

Harms/Clifford Environmental Rating Scale

Strategy:

The physical environment of newly recruited family child care providers will be assessed by Resource and Referral Program Specialists using the Harms/Clifford Environmental Rating Scale.

Outcome:

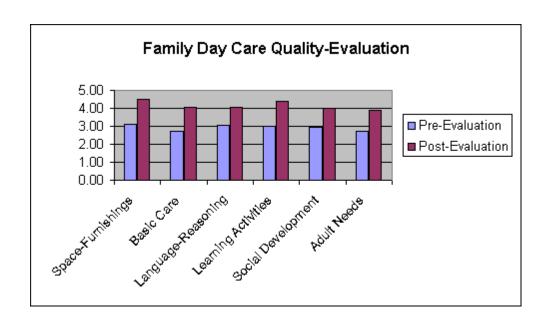
A pre-test was conducted when recruits were identified. A post-test was conducted at the end of the year after the recruits received training, equipment, site visits, and other technical assistance.

After the initial Environmental Rating Scale (FDCRS) is completed a Resource and Referral Child Development Specialist reviews the results and makes recommendations to the recruit to improve their environments.

Examples of equipment provided that has helped to enhance child care environments include:

- Infant/Toddler Equipment
- Health and Safety Supplies
- Manipulatives
- Active Play
- Dramatic Play
- Puzzles, Games and Books
- Early Literacy Materials and Kits
- Math and Science
- Music Instruments

The following graph shows that use of the Environmental Rating Scale increases the quality of child care environments. Pre-evaluations were conducted in August & September 2004 and post evaluations were conducted in May & June of 2005:



Impact:

Children's learning environments increased from providing 'custodial care' to 'meets developmental needs'.

"The rating scale was a great learning tool for me. It helped me to set up my preschool program to better meet the needs of the children's ages and stages. Since making those changes the children in my care have been happier and transitions are made much easier."

Kamrae Weddington, Licensed Family Child Care Provider

"I found that I needed more learning and imaginary toys, different ethnic dolls and puzzles. I also found that I needed to offer my group activities and activities for independent play."

Elizabeth Kovacs, Licensed Family Child Care Provider

"The scale made me realize that I need to improve my infant area and that I needed to move more items down to eye level. The infants are much happier and I am better prepared to work with their different schedules."

Tiffany Mileto, Licensed Family Child Care Provider

Assist and Support Those in the Child Care Industry

Strategy:

Assist the informal and formal groups/associations that provide support to those in the child care industry.

Outcome:

Our program partners with the child care associations (English and Spanish) and offers support, advice and assistance.

Resource & Referral staff attends Placer County Child Care Association meetings, Spanish Support group meetings, ECE Focus Group, Nutrition Coalition meetings and workshops, and First Five - Placer Partner Lunches. Information packets about services are given to all Cal WORKS staff to share with clients. Management attends the Tahoe/Truckee Child Care Planning Meetings, is a member of the Local Planning Council, Sate of California Preschool for All Workgroup, and is a member of the First 5 - Placer Children and Families Commission.

Impact:

The Resource and Referral's Recruitment & Training Program provides a platform for partner agencies to reach the child care industry.

Lending Library

Strategy:

PCOE Child Development Services Educational Resource Library will provide resources including items that are culturally sensitive to the diverse needs of the community.

Items will be added to the Educational Resource Library that will accommodate more parents and providers, particularly by adding culturally appropriate items such as books and games as well as resources that are geared to children with special needs.

Outcome:

The number of visitors to the Lending Library totals 159 parents, providers and community agency representatives. Special Needs and culturally sensitive toys, books and resources have been purchased for the library.

Impact:

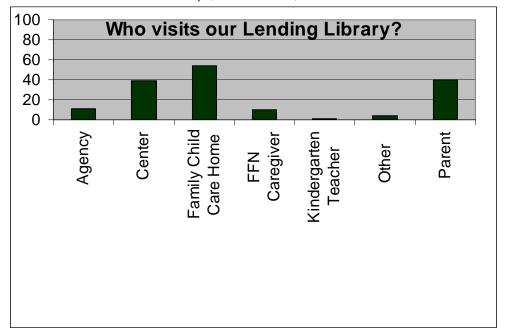
Developmentally, age-appropriate learning experience for children are provided by library usage.



"My child has been exposed to many more experiences through the use of the lending library. He has learned to recognize numbers and letters through the use of phonic and number games. He has also started to recognize words and enjoys bringing books home that are stimulating"

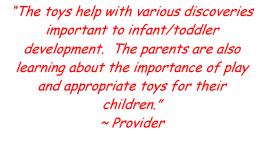
Brenda Steen, Parent

July 1, 2004 - June 30, 2005



Library Data	Visitors
Agency	11
Center	39
Family Child Care Home	54
FFN Caregiver	10
Kindergarten Teacher	1
Other	4
Parent	40
Total Visitors	159

July 1, 2004 - June 30, 2005



"My child has been exposed to many more experiences than he would have with out the library." ~ Parent



"My son has autism and it has been a wonderful resource for our family to use. We have been able to check items in and out that help to keep his interest such as the parachute."

~ Parent

Child Care Trainings

Strategy:

Training workshops will be offered to providers, parents and other caregivers throughout Placer County.

Outcome:

Regularly scheduled workshops that cover a variety of child development topics are offered to all child care providers, parents and community agencies. Training calendars are distributed through quarterly newsletters (quarterly mailings consist of 189 agencies, 484 providers, 832 parents) and are available at workshops and licensing orientations.

A total of 739 individuals attended training.

(July 1, 2004 - June 30, 2005)

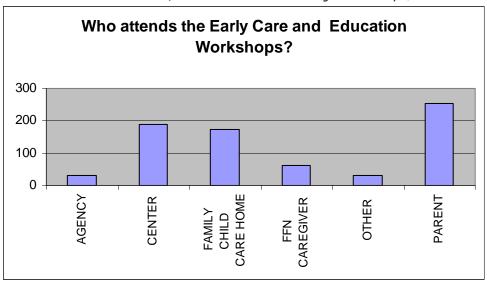
Workshop Topics	Attendance
BEHAVIOR MANAGEMENT	77
BUSINESS PRACTICES	237
CHILD DEVELOPMENT	365
CULTURE & DIVERSITY	120
CURRICULUM - SCHOOL READINESS	518
HEALTH & SAFETY - CHILD ABUSE	66
LICENSING - ACCREDITATION	530
OTHER TRAININGS	62
SPECIAL NEEDS - INCLUSION	178



Impact:

Children have a greater opportunity to succeed in school and in life as parents and caregivers are educated on child development and quality caregiving.

Research indicates that as a caregiver's educational level increases, so does the quality of care that person provides, and higher quality of care generally translates to more positive effects on a child's development.



	# of
Participant Type	Participants
AGENCY	31
CENTER	188
FAMILY CHILD CARE HOME	173
FFN CAREGIVER	63
OTHER	30
PARENT	254



Early Care and Education Anecdotes Collected from Workshop Evaluations and Year End Project Surveys

"I have begun to teach sign language to the children in my care. It has helped many of the children because what they are not able to vocalize, they can sign."

"We have taught our toddlers to sing and play musical instruments and they were able to learn many new simple songs by heart."

"I attended the "Setting Limits With Love" workshop. This training has helped me with my 4 year olds behavior. We have applied the techniques that we learned. Along with setting boundaries, lots of love and positive attention we have seen a world of difference. She is a much well behaved, happy girl."

"I attended the workshop on "Sensory Integration." I used many of the activities mentioned during the workshop or in the handouts to help a boy in our classroom who needed them and he benefited from each."

"I passed on copies of handouts that I received at the "Setting Limits" workshop to all of my parents. I have noticed that one of my parents who always seems to be in a rush and argues with her child at pick-up time has stopped."

"I find that when the children are really wild and not getting along I bring out art activities that I learned about. The children settle down and are excited to participate."

"My mom and dad care for their 2 year old great grandchild. They spank. I now have them using time out and talking with options. It's working."

"When I did an art activity from the workshop, "More Fun For Your Buck", I had one little girl get so excited and involved that she wanted to do it over and over again".

"We had a child who we were sure had problems with sensory integration. We were able to inform Mom and began the process for a diagnosis. The information we received helped us be more effective with him in the classroom."

"I have learned that offering art activities creates child bonding and forms friendships. It is especially helpful when a new child enters your program."

"Before going to the workshop I would not have known what to do for a child with a breathing problem. I did not even know how asthma could affect someone or even what asthma really was. I am confident that I will be able to handle caring for an infant or toddler with asthma. I currently care for a little boy that has nasal problems and the doctor has mentioned he could be asthmatic. I am glad to know what the signs are and will be able to help him if it does develop".

"I have learned to place myself at the child's level, eye to eye. He pays more attention to what I am saying and that makes a better communication between the child and me."

"I have a child with sensory integration disorder. Having the sensory area open all the time calms him. Also, I have several children who like to spin. We use a big lazy susan for painting, this helps them not to be over-active and they are able to focus better."

15.



Early Care and Education Trainings are offered in Spanish to meet the needs of the Spanish speaking community.

"I was having difficulty with my own child's behavior. When I took the "Setting Limits with Love" workshop I learned how to better communicate with him. His behavior has greatly improved."

Gizela Munoz, Licensed Family Child Provider

"I am teaching the children in my care how to speak Spanish. The parents' love it. The children are eager to learn and can identify many objects in Spanish".

Esmeraldo Perez, Licensed Family Child Provider

Support group meets monthly in provider homes to discuss child care issues. This provides an opportunity for sharing and networking. Their goal is to eventually establish a Spanish Child Care Provider Association.





Attendance at workshops: 111 providers and parents.

Children's Special Events

<u>Children's Health and Safety Faire</u> ~ September 2004 ~

Children: 725 Adults: 425

Annual event held at the Loomis Community Park where children birth to five years of age and their caregivers can come to learn first hand about Health and Safety in a fun atmosphere. There were several First 5 - Placer partners in attendance with booths, hands-on activities and emergency vehicle tours. Children have the opportunity to meet those in law enforcement, firemen and rescue workers in a friendly atmosphere. Adults learn about health and safety related organizations in the community. All have a great time and look forward to the next year.









Hats Off to You Week of the Young Child Event

This event was held in the spring during Week of the Young Child following a week-long open house at the Resource and Referral office. Parents, child care providers and their children enjoyed an evening that focused on music and literacy. Week of the Young Child is an annual event to celebrate parents, child care providers and children.

~ April 2005 ~







Early Care and Education Workshops

	Workshop Name	Attendance
Training Topics	BEHAVIOR MANAGEMENT	
	SETTING LIMITS (4/5/05)	65
	SPANISH- MANAGING DIFFICULT BEHAVIOR (1/22/05)	8
	SPANISH- SUPPORT GROUP-BEHAVIOR Y GUIDANCE (3/25/05)) 4
BEHAVIOR MANAGEMEN	Total Attendance	77
Training Topics	BUSINESS PRACTICES	
	BUSINESS START UP (10/26/04)	17
	BUSINESS START UP (1/25/05)	21
	BUSINESS START UP (4/1/05)	7
	BUSINESS START UP (5/17/05)	8
	BUSINESS START UP (8/23/05)	21
	FAMILY CHILD CARE CONTRACTS (3/10/05)	18
	FCCH HEALTH INSURANCE INFORMATIONAL FORUM	34
	MENTOR HOME VISIT (6/30/05)	15
	MENTOR MEETING (2/9/05)	5
	MENTOR MEETING – KEN LAKE (10/13/05)	5
	MENTOR ORIENTATION (8/11/05)	4
	R&T PROGRAM ORIENTATION (8/3/04)	11
	RECRUITMENT/TRAINING ORIENTATION (8/24/04)	5
	RECRUITMENT/TRAINING ORIENTATION (9/21/04)	6
	SPANISH SUPPORT GROUP – ASSOCIATION (9/2/04)	11
	SPANISH SUPPORT GROUP – BUSINESS (10/28/04)	3
	SPANISH – BUSINESS START UP 2/24/05)	5
	SPANISH – BUSINESS TIPS AND TOOLS (5/21/05)	6
	WINTERFEST PROFRESSIONAL GROWTH (12/10/04)	12
	WORKING WITH STATE SUBSIDIZED CARE (6/16/05)	11
	WORKING WITH STATE SUBSIDIZED CARE (8/12/04)	12
BUSINESS PRACTICES	Total Attendance	237

Training Topics	CHILD DEVELOPMENT	
	AGES AND STAGES (3/30/05)	44
	LIVING FOR A LIFETIME CONFERENCE (11/6/05)	156
	PART I – CARING FOR INFANTS AND TODDLERS (1/20/05)	43
	PART II – CARING FOR INFANTS AND TODDLERS (2/17/05)	32
	PART III – CARING FOR INFANTS AND TODDLERS (3/17/05)	29
	PART IV- CARING FOR INFANTS AND TODDLERS	37
	SPANISH – BUILDING BLOCKS OF LEARNING (9/18/04)	9
	SPANISH – MAKING CONNECTION WITH INFANT-TODDLER (8/21/04)	4
	SPANISH – SETTING LIMITS WITH LOVE (10/16/04)	11
CHILD DEVELOPMENT	Total Attendance	365

Training Topics	CULTURE & DIVERSITY	
	BUILD COMMUNITY HEALTHY PARENTING (4/16/05)	42
	SPANISH – CULTURAL CONSISTENT CARE (6/11/05)	16
	TRUE COLORS (4/14/05)	62
CULTURE & DIVERSITY	Total Attendance	120

CURRICULUM - SCHOOL REA	ADINESS Total Attendance	518
	WINTERFEST (12/2/04)	122
	TAHOE – MORE FUN FOR YOUR BUCK! (4/11/05)	6
	SUMMER LEARNING! SUMMER FUN! (6/9/05)	26
	SPANISH – MUSIC AND THE EARLY LEARNER (3/15/05)	8
	SPANISH – LEARNING THROUGH PLAY (4/13/05)	9
	SPANISH – AGE APPROPRIATE ACTIVITIES (5/24/05)	10
	SENSORY INTEGRATINO (3/23/05)	71
	MORE FUN FOR YOUR BUCK (2/24/05)	64
	MAKING COMMUNITY PROJECTS FUN (5/11/05)	8
	HATS OFF TO YOU! (4/7/05)	28
	GAMES FOR THE EARLY LEARNER (9/9/04)	39
	EXPLORING KINDERGARTEN READINESS (10/14/05)	40
	CREATING A LOVE FOR MUSIC (9/16/04)	38
	BUILDING BONDS THROUGH ART (11/18/04)	25
	A CAROUSEL OF CURRICULUM (5/26/05)	24
Training Topics	CURRICULUM – SCHOOL READINESS	

Workshop Name

Attendance

Training Topics	HEALTH & SAFETY – CHILD ABUSE	
	ASTHMA EDUCATION FOR CHILDCARE (5/17/05)	20
	MANDATED REPORTING (11/9/04)	16
	MANDATED REPORTING (6/30/05)	13
	SPANISH – SUPPORT GROUP – MANDATED REPORTING (1/15/05)	4
	SPANISH – LOSS, TRAUMA IN YOUNG CHILDREN (3/19/05)	6
	SPANISH – MANDATORY REPORTS (6/7/05)	6
HEALTH & SAFETY - CHILD	O ABUSE Total Attendance	66

Training Topics	LICENSING – ACCREDITATION	
	ACCREDITATION MEETING (10/11/94)	6
	ACCREDITATION MEETING (11/8/04)	5
	ACCREDITATION MEETING (2/7/05)	5
	ACCREDITATION MEETING (3/14/05)	5
	ACCREDITATION MEETING (/13/05)	9
	CHILD DEVELOPMENT PERMIT ORIENTATION (1/19/05)	23
	CHILD DEVELOPMENT PERMIT ORIENTATION (10/20/04)	57
	CHILD DEVELOPMENT PERMITE ORIENTATION (4/18/05)	28
	DSS LICENSING REGULATIONS (9/20/04)	23
	FRC_A ORIENTATION	8
	FRC_L	2
	FRC_R ORIENTATION	10
	HOME VISIT	49
	HOME VISIT – FDCRS	29
	LENDING LIBRARY ORIENTATION	36
	LO1 – LICENSING ORIENTATION (1/11/05)	14
	LO1 – LICENSING ORIENTATION (11/9/04)	10
	LO1 – LICENSING ORIENTATION (8/10/04)	22
	LO1 – LICENSING ORIENTATION (9/14/04)	22
	LO1 – OCTOBER (10/12/04)	20
	LO2 – LICENSING ORIENTATION (12/14/04)	17
	LO2 – LICENSING ORIENTATION (2/8/05)	17
	LO2 – LICENSING ORIENTATION (7/13/04)	25

Workshop Name

Attendance

Training Topics	LICENSING - ACCREDITATION (continued)	
	LO3 – LICENSING ORIENTATION (3/8/05)	14
	LO4 – LICENSING ORIENTATION (4/12/05)	21
	LO6 – LICENSING ORIENTATION (10/18/04)	22
	SPANISH LICENSING ORIENTATION (10/18/04)	2
	SPANISH LICENSING ORIENTATION (9/7/04)	2
	TAHOE PERMIT ORIENTATION	8
	TAKING YOUR BUSINESS TO THE NEXT LEVEL (8/26/04)	18
LICENSING ACCREDITATION	N Total Attendance	530
Training Topics	OTHER TRAININGS	
	RECRUITMENT & TRAINING AWARDS NIGHT (6/23/05)	62
OTHER TRAININGS	Total Attendance	62
Training Topics	SPECIAL NEEDS – INCLUSION	
	ACTIVE KIDS (2/10/05)	49
	CARING, SHARING AND MAKING A DIFFERENCE (4/28/05)	26
	COOKING FOR CHILDREN WITH ALLERGIES (9/23/004)	29
	POSITIVING ROLE-MODELING WITH CHILDREN (1/13/05)	35
	SIGN LANGUAGE FOR PRESCHOOLERS (10/28/04)	18
	SPANISH – GIVING CHILDREN A HEALTHY START	14
	SPANISH – SERVING CHILDREN WITH SPECIAL NEEDS (4/16/05)	7
SPECIAL NEEDS - INCLUSION	ON Total Attendance	178

Mentor Program

Strategy:

Mentor providers will assist newly licensed family child care providers, using their experience and expertise to guide them in starting and operating their new business. They will visit their recruits and provide telephone consultation.

Outcome:

English-speaking mentors: 4 Spanish-speaking mentors: 1

English-speaking protégés: 44 Spanish-speaking protégés: 8

Phone consultation TA's: 144

Home Visit TA's: 58

Protégés received assistance in the following areas:

Obtaining a license, Information about start-up equipment, Setting up space, Contracts and policies, Recordkeeping, Caring for infants and toddlers, Working with parents, Mixed age child care, Subsidized care, Managing behaviors, Engaging activities, Curriculum development for appropriate ages, Working with Special needs, Extended hour care, Accreditation and Professional development.

Impact:

Created increased opportunities for new caregivers to benefit from experienced providers in the field, gain new knowledge, and improve their caregiving practices.

"The one real benefit of being a mentor is I know that I am helping others build a quality program and that benefits the children. It also helps to raise the level of professionalism. It helped keep me excited about my own business and kept me looking for new ideas to help my protégés offer new concepts for the children they care for."

Debbie Colton, Mentor

"Participating in the mentor program has been great experience. I have received a lot of assistance in setting up my environment, help with my parent contract and marketing. She was also able to help me out with a child who started hitting others. She gave me ideas on how to redirect the child and how to communicate better with him. After several days of trying her ideas the child stopped."

Glenna Shire, Protégé

Survey Results

Protégé Survey 2004-2005

Question 1 My mentor is available to me when needed.			
Question 2 My mentor has assisted me with improving my family child care environment. 3 20% 5 60% 5 60% 5 60%		Rank 1-5	
Question 2 My mentor has assisted me with improving my family child care environment. Question 3 My mentor has helped me with business practices. Question 4 Did you find it helpful having your mentor come to your home? Question 5 The mentor program has made me more prepared to care for children? Question 6 Overall experience with the mentoring program. 3 00% 4 20% 5 60% 2 10% 4 30% 5 50% 4 20% 5 60%	Question 1 My mentor is available to		
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Question 4 Did you find it helpful having your mentor come to your home? 2 10% 3 10% 4 30% 5 50% 5 50% 4 20% 5 60% 60			
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Question 6 Overall experience with the mentoring program. 3 20% 4 10% 5 70%		4	20%
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the mentoring program. 3 20% 4 10% 5 70%	Question 6 Overall experience with		
4 10% 5 70%	<u>-</u>	3	20%
5 70%			
	(Data collected May and June 2005)		/ 0

Protégé Questionnaire

Benefits of having a mentor:

If I come to a situation you I understand, I call my mentor for help. She is great!

Just knowing my mentor is a phone call away is a great thing. My mentor has many 'life' experiences to share. I can listen to her advise to avoid difficult situations.

One on One help at all times.

It gives me a feeling of peace. If I have a problem, I have someone to call.

Helps you learn through another provider's experiences; gives you another perspective.

Always has the right answers mixed with years of real 'hands on experience'.

Encouragement and advice.

Comfort; sharing, caring, listening.

Most important thing that I learned from my mentor:

Working with difficult parents and how to be diplomatic, fair, and professional.

Scheduling, professionalism, tax information, great ideas for playtime, organization.

Advertising; purchasing, contracts.

Available to share and answer child care questions.

Patience and a positive outlook.

Accreditation Program

Strategy:

Training and assistance will be available to all providers who are interested in becoming accredited. Materials and financial assistance many also be provided.

Outcome:

Total Accredited in 2004-2005	Total In-Process	Providers Financially Assisted *	Total Accredited Providers in Placer County
4	8	11 *	10

Providers financially assisted also include those already accredited who are reapplying.

Impact:

Child care providers have improved their child care environments, increased their knowledge in appropriate child development and look at themselves as professionals in the child care field.



Accredited Family Child Care Providers

"The accreditation process has taught me to be more aware of the interaction between the children I care for and myself. Parents are also more involved in my program by participating in special events and parent meetings. The children will benefit from the accreditation process because it has established quality standards for my program.

Joyce Smith, Licensed Family Child Care Provider Pending Accreditation

Early Intervention - Screening

Strategy:

Children enrolled with participating family child care providers will be screened so that children needing early intervention and special education services are identified. Ages and Stages Questionnaires will be provided to participating family child care providers to administer or to have parents administer. With the assistance of PCOE Child Development Services, when necessary, children identified as a result of the screening as needing intervention and special education services will be referred to such agencies with the parent's permission.

Outcome:

Ages & Stages Questionnaires were administered to 107 children between 3 months and 5 year's of age.

A total of 14 children were identified with possible gaps in their development.

Follow-up was conducted at the end of the program year to see if parent's had followed through or received help when it was requested.

		# of children with	# of children with gaps
# of ASQs	# of children on target	minor gaps-referred to	resulting to
Administered	developmentally	Resource Teacher	appropriate agencies
107	93	14	0

Types of ASQ Referrals/Needs Identified

- Communication
- Problem Solving
- Fine Motor
- Social Emotional

Educational Information and Resources Provided

- Puzzles
- Small Texture Balls
 - Stringing Beads
- Crayons, Pencils, Chalk
- Children's Scissors, Tongs
 - · Rhymes, Music
- Music, Children's Books
- Sorting, Matching Patterning, Counting Activities
 - Measuring and Comparing Activities

Follow Up Findings

- Child No Longer In Care
- Child Is Progressing Well
- Secondary ASQ Administered-Child Reaching Milestones
 - No Appointment Made With Physician

Impact:

Providers are being introduced to the Ages and Stages Questionnaire screening tool to help identify children with developmental delays. This knowledge will be sustained and used for screening future children in their care.

Quotes:

"The ASQ recognized 2 children with gaps in their communication skills. Both children are doing better as a result of early detection." ~ Parent

"As a result of the screening my child care provider recognized my child was not speaking as he should. He has made big steps, is speaking more and we can understand him now." ~ Parent

Sustainability

Program Outcomes for the Project:

- All children will have access to high quality child care, enabling them to reach appropriate developmental milestones and have special needs identified as early as possible, so that they are learning and ready for school.
- Child care providers in Placer County are empowered and knowledgeable about quality child development and utilize the industry network to sustain this knowledge and also mentor others who are caring for children.

Sustainability

Progress has been made over the last 3 years and during the past last year toward sustainability. Program sustainability combines both social and financial services.

Social and Financial Sustainability - An Integrated Approach

Program surveys and workshop evaluation instruments completed by the Recruitment & Training participants, parents, and community members has given us information to determine what has worked and what needs to be changed. With this information we are ready to proceed with an improved plan for the next fiscal year. Information that was helpful included: future workshop topics (in English & Spanish), increased mentor support and Spanish materials and workshop topics. This is just a sampling of information that we gathered to plan for program year 2005-2006.

Participants are learning how to identify quality child care programs, how to recognize developmentally appropriate milestones, determine appropriate and fun learning activities that will prepare children for success in kindergarten and beyond. Participants are also learning about special needs: indicators, health and safety concerns, how the parent, child care provider and the child benefit from partnering and communication. Attitudes are also changing as a result of the knowledge gained. Providers feel more prepared to care for children with special needs.

End-of-the-year surveys and workshop evaluations show us that quality presenters and meaningful topics result in an excitement about workshop content and that participants are sharing materials and information with others.

Sustaining change also involves recognition of individuals who are interested in improving their knowledge in child development. It is important, therefore, to hold recognition events. This recognition helps to validate that they are on the right track - that PCOE Child Development Services believes that their interest in continued learning will make a difference in the life of a child.

Financial and social sustainability have been attained by maximizing our resources, sharing materials, connections, and information with other agencies. We utilize First 5 partner agencies' knowledge and expertise to present workshops, and attend special events. Some partners include: *UCCE's Literacy and Nutrition programs, CALSTAR, Warmline, the Arts Council of Placer County, The Child Abuse Prevention Council, The CARES Program, Early Childhood Relationship Team, and Kids Involuntarily Inhaling Secondhand Smoke.* Partnering with these agencies enhances our services, and also improves the delivery system of each partner's services.

Funding through First 5 - Placer has allowed the agency to purchase new items for the lending library. The new items made the resource and referral aware that more space was needed to provide a quality environment. As a result, our library has expanded. All items are available to the public. And, because of the additional items there has been a recent increase is the use of the library. A lot of first time visitors to the library have heard about it through word-of-mouth or have been given information about the library through a community agency.

The mentor and accreditation programs have increased professionalism within the field creating an atmosphere of increased respect through an understanding of mentor responsibilities and accreditation requirements. Society is shifting their view of family child care providers from custodial caregivers to caregivers who are knowledgeable about children's social, emotional and cognitive development. As society's perception is shifting, family child care providers are wanting to meet the new standards and are expecting more of themselves and of others in the field. They are becoming leaders and advocates for child care professionalism.





~ Sample Surveys ~

Protégé Evaluation

Resource and Equipment Lending Library Evaluation

New Recruit Evaluation

Early Care and Education Evaluation

Mentor Self Evaluation

Demographic Data Collection Form

EARLY CARE AND EDUCATION WORKSHOPS Recruitment & Training Project 2004-2005

1.	What information do you feel was most beneficial to you as a parent or caregiver?
2.	Do you feel that the knowledge you acquired by attending Early Care and Education workshops improved your ability to care for children ages 0-5?
3.	Did you apply any of the information in your home or child care facility. If yes, please give an example.
4.	Did you share any of the information with another parent or caregiver?
5.	We are especially interested in any examples you can provide where what you learned made a difference in the life of a child.
6.	What training topics did you find most educational?
7.	What topics would you like to see offered in the future?
9	Please provide us with any additional comments.

RESOURCE AND EQUIPMENT LENDING LIBRARY Recruitment & Training Project 2004-2005

1.	How often do you visit the library? Please Circle.						
	Weekly	Monthly	More than 6 times a	year	Less than 6	times a year	Seldom
2.	Circle all tha	at Apply.					
	Parent	Family Child	Care Provider	Exem	npt Provider	Center	
	Community I	Member	State Preschool	Head	Start/Early H	lead Start	
	Other						
3.	How many o	children ages	0-5 do you serve?				
4.	How have the children benefited from the use of the library?						
5.	What items	have you fou	ınd to be most usefu	ıl?			
6.	What items	would you s	uggest to be include	ed in t	he library?		
7.	Please prov	ide us with a	ny additional comm	ents.			

NEW RECRUIT EVALUATION Recruitment & Training Project 2004-2005

1.	How have the Early Care and Education Workshops assisted you? Were you able to apply the information you learned in the workshops. If so, how?				
2.	What topics have	ve been most	beneficial/inte	eresting to you?	
3.	Before participating in the Recruitment & Training Project how prepared were you to care for children in your home? (Please circle)				
	Not at all	A little	Some	A lot	
4.	After completing you now to care	-		g Project how prepared are	
	Not at all	A little	Some	A lot	
5.	Have the staff home visits helped you prepare and evaluate your home?				
6.	What did you learn as a result of using the Environmental Rating Scale				
7.	Did the equipment fund help improve your environment and care you are providing?				
8.	Would you recommend this program to someone else who is in the process of getting licensed?				

Please provide us with any additional comments.

7.

PROTÉGÉ EVALUATION Recruitment & Training Project 2004-2005

On a scale of 1-5, with 5 being the greatest and 1 the least please circle the appropriate number as it relates to the statement.

1.	My mentor is available to me when needed.				
2.	1 My mento environm	2 or has assiste ent.	3 d me with imp	4 roving my fan	5 nily child care
3.	1 My mento	2 or has helped	3 me with busir	4 ness practices	5
	1	2	3	4	5
4.	Did you f	ind it helpful h	aving your me	entor come to	your home?
	1	2	3	4	5
5.	The men	tor program h	as made me r	nore prepared	d to care for children?
	1	2	3	4	5
6.	Overall e	xperience with	n the mentorin	ng program.	
	1	2	3	4	5
7.	Please list the benefits of having a mentor.				
8.	The most important thing that I learned from my mentor was?				
9.	Please provide us with any additional comments you may have.				

MENTOR SELF EVALUATION Recruitment & Training Project 2004-2005

1.	What activities were most helpful in enabling you to understand your role as a mentor?
2.	What other activities might assist you in gaining this understanding?
3.	Did you have the opportunity to conduct a site visit with your protégés?
4.	If you did conduct site visits what areas in their program were you able to assist them with?
5.	On average how often would you meet with your protégés?
	☐ A specified time each month☐ Other(please specify)
6.	Please describe any strategies you employed to find time to meet with your protégé.
7.	Please describe any strategies you used that were effective in building a collegial relationship with your protégé.
8.	One real benefit of being a mentor is:
9.	The biggest challenge that I had this year as a mentor was:
10.	If I were to give advice to a new mentor, it would be:
11.	The most important thing I learned from my protégé was:
12.	How do you feel that your role as a mentor has made a difference in the children that you and your protégés care for?
13.	Would you be willing to be a mentor again?
14.	If yes, why would you be willing to serve again?

If no, what would keep you from serving as a mentor again?

15.